DOCUMENT RESUME

ED 116 101 95 CG 010 270

TITLE	A Final Program Report from Ohio State University and Columbus Public Schools, 1971-1974.
INSTITUTION	Columbus Public Schools, Ohio.; Midwest Center/Consortium for Planned Change in Pupil Personnel Programs for Urban Schools, Bloomington, Ind.; Ohio State Univ., Columbus. Coll. of Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[74]
NOTE	42p.; For related documents, see CG 010 264-270
AVAILABLE FROM	Richard C. Kelsey, Ohio State University, Arps Hall, Room 1631, Columbus, Ohio 43210
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	Black Community; Counselor Educators; *Counselor Training; Decision Making; *Educational Improvement; Field Experience Programs; *Guidance Programs; *Problem Solving; Program Development; *Urban Education; Workshops
IDENTIFIERS	*Education Professions Development Act; EPDA; Ohio (Columbus); Ohio State University

ABSTRACT

As one component of the Midwest Center/Consortium for Planned Change, the Ohio Satellite aimed at making public schools aware of the need for the structuring of a fully-functioning guidance program, with teaming as a viable change and problem-solving process. A third goal was the recruitment of minority group members as "new professionals," to work in Black urban settings. In working toward this goal, the Ohio Satellite operated in three directions: (1) seeking to improve the counselor education program at Ohio State University, which was achieved by adding four new courses to the basic counselor training program, and requiring counselor trainees to have continuous field experience; (2) operationalizing a collaborative decision-making model in relation to a fully functioning guidance program, which took the form of a modeling process wherein team leaders were trained, and workshops were held; (3) developing a process for assisting the faculties of target schools in using the "teaming" model within daily operations. The Ohio Satellite established a demonstration site for testing and operationalizing guidance as an institutional function in a public school setting, as well as developed a field experience program which gained the acceptance of those responsible for the counselor education program at Ohio State University. (Author/SE)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED116101

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Final Program Report
from
Ohio State University
and Columbus Public Schools
1971-1974

The Midwest Center/Consortium
for Planned Change in Pupiol Personnel
Programs for Urban Schools
Indiana University

CG 010 270

THIS WORK was developed under a contract/grant from the United States Office of Education, Department of Health, Education, and Welfare. However, the content does not necessarily reflect the position or policy of that agency, and no official endorsement should be inferred.

ABSTRACT

Ohio Satellite Final Program Report

The Ohio Satellite began with the purpose of infusing the public schools with an awareness of the need for, and the structuring of, a fully-functioning guidance program. This notion was first presented in a proposal dealing with principal-counselor teams. With the advent of the EPDA Center-Satellite idea, the Ohio Satellite broadened the first concept. Retained was the notion of guidance as a total institutional function in schools with teaming as a viable change and problem solving process. The latter concept was further defined, however, and became a model for collaborative decision-making.

A third concept was added to this original and now expanded intent. A package was developed for the recruitment and preparation of students, particularly minority group members, as "new professionals" to work in Black urban settings. If schools do, in fact, begin to operationalize guidance as a total function, a new breed of counselors is needed. Such a counselor would be capable of initiating and sustaining commitment and action consistent with the actions required by the total educational community. Clearly, certain modifications of the traditional counselor education program were necessary to the creation of this "new professional."

In working toward this goal, the Ohio Satellite operated in three directions:

1. Seeking to improve and update the counselor education program at Ohio State University
2. Operationalizing a collaborative decision-making model in relation to a fully-functioning guidance program
3. Developing a process for assisting the faculties of target schools in using the "teaming" model within daily operations

Counselor education development took many forms. First, a formal program was needed. It included the basic core program of the traditional guidance counselor and added four courses which were felt to be necessary for the development of a new pupil personnel specialist. All Ohio Satellite counselor trainees enrolled in a continuous field experience. Here each candidate gained an opportunity to test theory and adjust to the practical strengths and weaknesses inherent in applying that theory. Many of these experiences were designed to increase awareness and skills in the areas of counseling Black youth, using the collaborative decision model and utilizing all resources in a community for program development and implementation.

The Satellite staff, in addition, took the lead in designing a strategy to gain acceptance of a Parallel Experience Program (PEP) for graduate studies. The goal was to establish a policy whereby valuable work experiences and informal education could be used in lieu of a traditional baccalaureate degree for admission to the PPS master's degree program. Although endorsed by the Satellite, the proposal did not gain enough general support to be adopted by the university as a standardized policy.

The second direction, operationalizing collaborative decision-making, took the form of a modeling process. An effort was made by the Satellite Advisory Committee to serve as collaborative decision-making guides. Ideas and concepts in the collaborative model were tested in a flexible fashion. After the initial problems associated with entry by the Ohio Satellite staff into the host school system, rapid and profound movement occurred. Team leaders were identified and trained; needs assessments were conducted; workshops were held with university, State Department of Education, and community personnel as facilitators; and problem solving teams were activated.

The Satellite co-directors worked closely with the faculties of target schools in the development and initiation of the collaborative model, and principals were encouraged to become active leaders in the actions. Continuous intervention by the PPS Program took place for two and one-half years with a deliberate breaking off of direct support in the last half of the third year in order to determine if a self-sustaining process had been accomplished. This design for assisting public school faculties toward acceptance of the collaborative decision model was the Satellite's most successful effort.

Most Obvious Successes

The Ohio Satellite *did establish a demonstration site* for testing and operationalizing guidance as an institutional function in a public school setting. Teachers, administrators, students, and community all participated in assisting in the growth and development of one another as human beings with a stake in the quality of education in the schools. This demonstration site also positively exhibits the use of a collaborative decision model as a basis for planned change and problem solving.

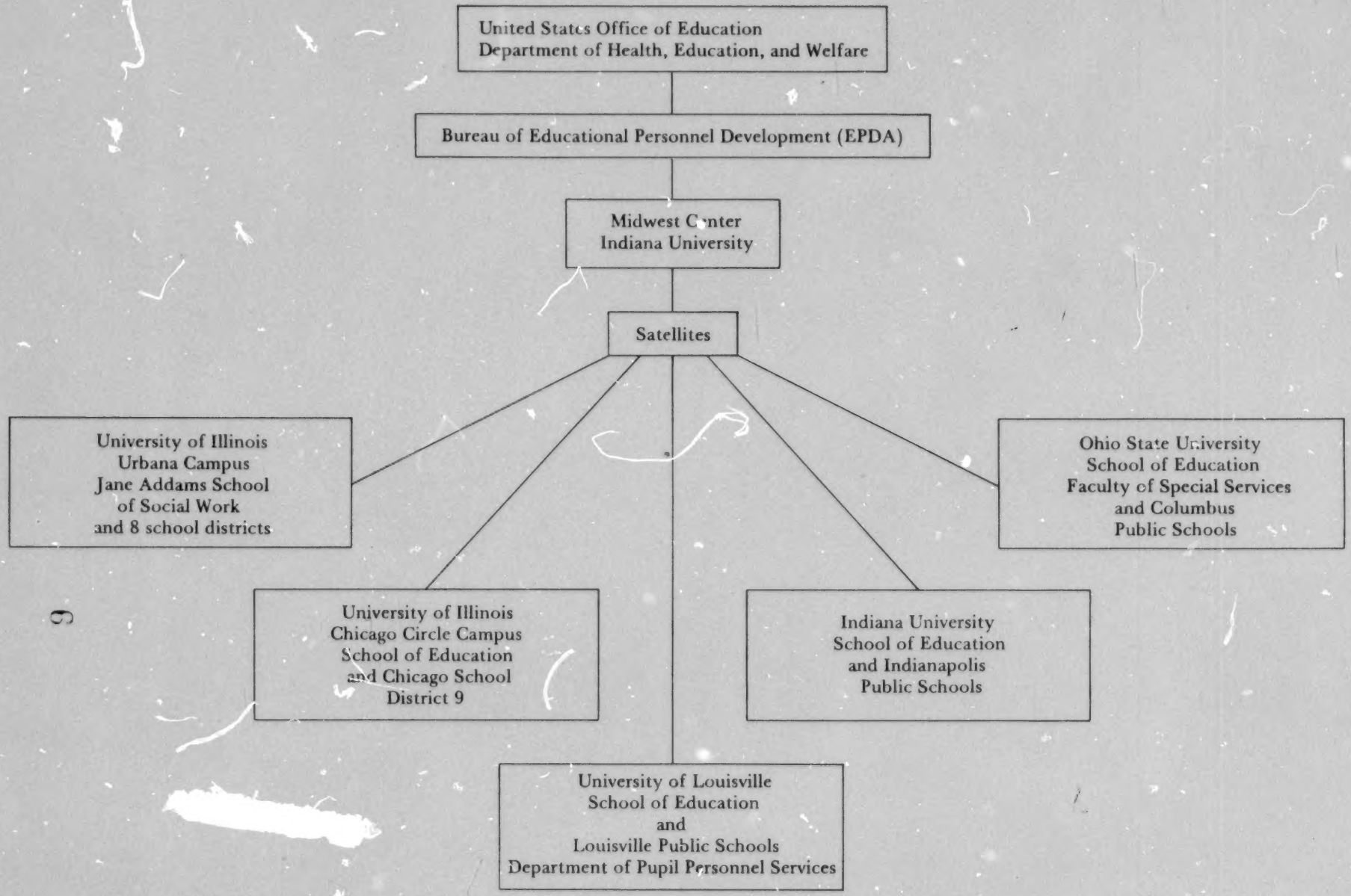
The Ohio Satellite staff *developed a field experience program* which gained the acceptance of those responsible for the Counselor Education Program at Ohio State University. Two of the four courses developed specifically for Satellite counselor trainees have been proposed as regular course offerings by the College of Education. Finally, the College of Education as a whole has reached a decision to begin to support urban education as an area of study within its offerings.

The Ohio Satellite has indeed produced a set of counselors who are: (a) capable of initiating and sustaining a commitment to guidance as an institutional function; and (b) able to use the teaming or collaborative decision-making model for problem solving.

For additional information concerning this report contact:

Richard C. Kelsey
The Ohio State University, Arps Hall, Room 163 Columbus, Ohio
(614) 422-0963

ORGANIZATIONAL STRUCTURE



OHIO SATELLITE COLLABORATORS

Project Coordinators

Richard Kelsey, Faculty of Special Services, Ohio State University
Stacey Woodfort, Principal, Linmoor Junior High School, Columbus Public Schools
Janet Smith, Elementary and Early Childhood Education, Ohio State University

Evaluation

Calvin Smith, Evaluator, Department of Research and Evaluation, Columbus Public Schools
Roy Malcolm, Assistant Evaluator, graduate student

Task Force Chairman

William Anderson, Principal, Linden High School, Columbus Public Schools

Community Coordinator

Norman Gilliam

TABLE OF CONTENTS

CHAPTER

I. **The Dynamic Interaction of the Ohio Satellite Educational Community** . . . 1
Introduction . . . 1
The Educational Community . . . 1
History . . . 2
Intentions . . . 2
Rationale . . . 2

II. **Action: The Ohio Satellite—A Design for Change** . . . 4
Goals and Objectives . . . 4
Principal Cooperating Institutions . . . 5
Administrative Structure of the Ohio Satellite . . . 6
A Chronological Review of Major Program Activities . . . 6
Obstacles and Problems Encountered . . . 8
Summary . . . 9

III. **Teaming for Educational Change** . . . 10
What Happens in the Teaming Process? . . . 11
Teaming Vehicles and Processes . . . 12
1. The Advisory Committee . . . 12
2. The Educational Task Force . . . 12
3. Team Leaders . . . 13

IV. **The Ohio Satellite Pupil Personnel Training Models** . . . 14
Pre-Service Training Program . . . 14
In-Service Mid-Career Training Program . . . 15
Parallel Education Program (PEP) . . . 15
Community Professor . . . 16

V. **Evaluations and Recommendations** . . . 17
Accomplishments . . . 17
Ohio Satellite Program Impacts . . . 17
Recommendations . . . 20

APPENDICES

A. Guidance and Counseling PPS Specialist Program . . . 22
B. Five-Day Teaming Workshop . . . 23
C. Evaluation Design . . . 24
D. Questionnaires . . . 26
1. to trainees after first year . . . 26
2. sixty-six item general questionnaire . . . 27

CHAPTER I

The Dynamic Interaction of the Ohio Satellite Educational Community

Introduction

Today's world is full of static solutions to dynamic problems. Each solution to a problem, whether adequate or inadequate, raises a host of new questions and often more problems. Success in education and ultimately in society requires finding of new ways to solve problems cooperatively. Traditionally, we have been committed to individualistic approaches. Current problems, however, necessitate team approaches.

Every student preparing to be an educator continually hears the need for his involvement with the community. Indeed, few other concepts receive greater emphasis than this plea for school-community interaction. Somewhere, however, between the classroom and the practicing profession this universally proclaimed axiom becomes lost in the shuffle. The Ohio Satellite attempted to use "working together" to solve problems. It chose "educational community teaming" as the guiding construct for changing the educational community.

What is Educational Community Teaming?

The concept of the educational community is a way of organizing disciplines, institutions, systems, services, community resources, and people around the educational needs of a constellation of people. It assumes that educational needs and problems can be dealt with more effectively by means of a collective approach; moreover, institutions and systems will themselves derive benefit from such collaboration. Broader ownership of problems will allow a broader base for decision making, and collective input and reciprocal learning through the centralized utilization of resources will result in greater rewards for participants in the process.

These assumptions promote the notion that educational systems are for all those who interact within that sphere rather than merely for "kids." Moreover, the "we learn" model eliminates the need for power bases, institutional boundaries, or oganizational hierarchies. Power is acquired and decisions made as a result of functional relationships.

Thus, the educational community utilizes the interaction of competencies, organizations, disciplines, and individuals in order to achieve goals, rather than working through separate institutional, hierarchical, disciplined, or similar approaches which result in resource duplication.

The educational community includes all those groups which influence the educational growth and development of individuals (adults and youth) within a geographic area. Although the make-up of an educational community may vary from one location to another, the participants generally consist of the following:

1. Community (parents and students)
2. Public school (teachers and administration)
3. University personnel
4. State Department personnel
5. Business and industry representatives

The educational community provides the opportunity for systems to be open in terms of influence, program, decisions, and function. The goal then, was for the Ohio Satellite to attempt to cut across institutional bureaucratic lines and to change traditional decision-making procedures. This could be done if it sought the formation of units or "teams" comprised of persons affected by the educational venture. Thus, the educational community became the core around which the teaming process was developed.

The Educational Community

The educational community utilized several basic theoretical concepts as identified by Roger Hiemstra in *The Educative Community* (p. 16).

1. A specific recognizable geographic setting in which a group of people reside—a high school attendance area
2. A recognition of the shared intimate and personal relationships built around interdependence of primary social groups in the high school attendance area (families, churches and social groups)
3. Consideration for the logical and formally contracted relationships among people who appear to be independent of each other (teachers, counselors, administrators, parents, etc.)
4. Utilization of the associations of individuals to other individuals within the high school attendance area (parent to parent, student to student, student to parent, etc.)
5. Incorporation of the relationship of each individual to another individual, or group, based primarily on group membership affiliation (Education Association, Principal's Alliance, Personnel and Guidance Association, etc.)

History

The original premise for the Ohio Satellite was the need for better understanding between counselors and principals. It was observed that principals and counselors did not work together in ways which enabled students and others to experience a maximally effective and efficient guidance program. Teaming as a process was identified as a way of changing a guidance program from a reactive, crisis-oriented one to a proactive, preventive, and developmental guidance system.

The Ohio Satellite had its origin in the Faculty of Special Services, the Ohio State University. Very early in its conceptualization, the Columbus and Cincinnati Public Schools agreed to become active participants.

The specific public schools within the two systems which were identified for the target thrusts were:

1. Cincinnati Public Schools
   Parhen Elementary
   Sawyer Junior High
   Withorow Senior High

2. Columbus Public Schools
   Gladstone Elementary
   Linmoor Junior High
   Linden McKinley High

The schools identified provided settings which were not then experiencing crises (i.e., active school disruption) as well as some settings which were experiencing tremendous difficulty in this regard. It was believed that two contrasting settings would enable us to test the proposed program.

Intentions

In order to provide the conditions for effective guidance services (pupil personnel specialist services) to students and others within target schools, several aims emerged as having high priority. It was intended that (1) the Ohio Satellite would develop a field-based demonstration site for a counselor education instructional program. This site would provide opportunities for testing competencies under supervision over extended time periods. (2) Guidance would be viewed as an institutional function within each school building. (3) Problem solving and conflict resolution techniques would become a process accepted and practiced to maximize resources which focus on learning by students. (4) Four courses would be developed for the purpose of training counselors to perform more effectively in urban schools.

Rationale

By 1969, it became obvious that counselors and principals were not working effectively together in carrying out the guidance function. Discussions with counselors and principals revealed that there were two major causes for floundering guidance programs. First, the counselors and principals seemed unclear about their respective roles in the guidance program. Second, the lack of such role clarity resulted in the misidentification and inappropriate utilization of guidance competencies within the school. These inadequacies were reflected in common attitudes and complaints of counselors, administrators, parents, students, and teachers. Our findings suggested the following:

1. Counselors complained that:
   a. They did not wish to be "disciplined" by administrators.
   b. There was too much paper work to be done.
   c. They did not wish to be used as substitute teachers.
   d. Frequent testing of students left inadequate time for interpretation of the results.
2. Administrators complained that:
   a. Counselors were excessively concerned with student welfare and rights.
   b. Counselors failed to produce "anything concrete."
   c. Counselors frequently chose not to be a part of the administrative team.
3. Parents complained that:
   a. Counselors are only interested in college bound students.
   b. Counselors fail to provide adequate guidance information to students.
   c. Administrators are only interested in running a "smooth ship."
4. Students complained that:
   a. Counselors are always unavailable.
   b. Counselors only served "good" kids.
5. Teachers complained that:
   a. Counselors sit in their offices and "loaf all day."
   b. Counselors often interrupt classes by sending for students whenever they wish.
   c. Counselors do little or nothing for the student who is referred.

As a result of such complaints it became evident that there was a lack of communication in the schools about the true operational function of guidance. The communication gap between the principal as the primary leader in the school and the counselor as leader of the guidance program seemed to be particularly damaging.

Those PPS professionals involved in drafting the program expressed their concerns from the point of view of professional integrity.

- The school guidance programs were not providing adequate services to most students.
- There seemed to be little understanding of the manner in which students, school staff members and parents could assist in the development and implementation of a comprehensive guidance program.
- Most teachers, administrators and parents appeared to be unaware that they could derive personal benefits from a comprehensive guidance program.
- There was a need to destroy the existing notion that counseling was the only service provided by the guidance programs.
- Counselor preparation programs were needed to assist trainees in developing the competencies needed in counseling coordination and consultation in predominantly Black schools.

As a result of the complaints voiced on the one hand and professional concerns on the other, the idea of a demonstration program was conceived. A three-year demonstration program might serve to provide a climate of readiness by developing at least one school with a self-sustaining guidance program. Moreover, after three years the counselor education faculty of the university might be receptive to program alterations that would reflect the needs of urban schools. It was proposed that such a demonstration program would focus on:

1. Improving the communications among school staff members with regard to the Pupil Personnel Service Program
2. Linking the initial preparation of counselor trainees with that of mid-career development programs for counselors in the field
3. Identifying and developing procedures for teaching competencies and understandings which are needed by counselors who wish to work effectively in urban Black settings
4. Urging the adoption of these competencies as part of the counselor preparation program

The expected outcomes of such a program covered a wide range of concerns—from individual growth to broad-based institutionalization. However, everyone involved agreed on the desirability of these outcomes: (1) The counselor education program at the Ohio State University would seek to prepare counselors or pupil personnel specialists as 'new professionals' to work in Black urban schools. (2) Several Black urban schools would have staffs whose inter- and intrapersonal skills would enable them to be more effective in working with students. (3) More parents in the target schools would feel secure in initiating positive interventions in the target schools. (4) Several counselor educators would become more community-base oriented in their approaches to counselor training. (5) More Black persons would be recruited and prepared as pupil personnel specialists.

What could all this mean? It could mean that intervention would take place at several levels of the pupil personnel or guidance systems. Such intervention could result in important changes in the total functioning of the guidance system—changes which could result in the feeling that schools belong to the community in which they exist. In turn, members of the community could learn to view the State Department of Instruction, the school corporation, and the university as a resource consortium ready to help them define and meet their needs.

CHAPTER II

Action
The Ohio Satellite—A Design for Change

The Ohio State University agreed to participate in the Midwest Center Satellite EPDA venture because the principal guidelines of that (EPDA) program were compatible with the fundamental mission of the university. The goal of creating a guidance and counseling program to effect change within individual schools and school districts, utilizing active involvement of a wide span of community resources, was certainly a goal shared by the program and EPDA.

Goals and Objectives

The following is a statement of the EPDA rationale and goals:

EPDA RATIONALE

The following statement of goals has been taken from the program guidelines provided by the United States Office of Education, Educational Professions Development Act, Pupil Personnel Services branch for '71-'72 and '72-'73. Thus these objectives are adapted for the Center-Satellite programs.

A. The undergirding objective of the Educational Professions Development Act-Pupil Personnel Services Program—as with all programs in the Bureau of Educational Personnel Development—is to help improve the quality of education of low-income, low-achieving students and contribute to informing institutions at all levels of the needs of these people. The preparation and training of new professionals who in turn teach others in the new interprofessional model is the major means by which this will be accomplished. The more specific goals, therefore, are:

1. **To improve the qualifications of the trainers and supervisors who are committed to the preparation of the new professionals**
2. **To train new professionals to develop programs which:**
   a. **Contain collaborative planning and evaluative arrangements among the university, school, State Department of Public Instruction, and related communities and community agencies**
   b. **Train the new professionals to train other members of the educational community to function together as a team**
   c. **Design, implement and evaluate new professionals' training programs which are appropriate for low-income area schools**
3. **To recruit and train minority group persons as trainers who will prepare the new professional**
4. **To bring about, both in the institution which prepares new professionals and in the systems where they function, organizational change which will facilitate achieving the concept of a collaborative educational community for meeting the goals stated above**

The above-stated goals are further reinforced by statements from the Educational Professions Development Act-Pupil Personnel Services Programs.

5. **Pupil Personnel Service workers should not continue to work only in their traditional specialist areas, such as assigning assessment to school psychologists, vocational guidance to counselors, health service to nurses, and community services to social workers.**
6. **The new professional specialist ought to be concerned with and competent to deal with a variety of needs felt by the teachers, students, community and system while working with other specialists.**

B. The new professional should use a developmental and preventive model for human growth and development.

C. Role changes of Pupil Personnel Workers should be reconstructed by focusing on the actual behavior of the pupil personnel worker rather than his professional title, affiliation, or position.

D. The cultural gap must be bridged between students, professionals and/or para-professionals who are educationally or culturally different.

After a critical review and analysis of the EPDA rationale in conjunction with the broadly defined needs of each satellite, the Midwest Center developed the following objectives which were approved in their present form by each satellite. The agreed upon terminal objectives were:

MIDWEST CENTER TERMINAL OBJECTIVES

1. **Alteration of the training programs in universities which prepare pupil personnel workers in order to influence the changing of pupil personnel services offered at the school level**
   a. **To have each satellite prepare a prospective new degree program or specialization which could be adopted in its university, which would qualify as a training program for the "new professional" as defined in the EPDA rationale**
   b. **To have experimental or pilot courses developed by the satellite staff which logically relate to the EPDA rationale, and have been proven effective in teaching the skills, concepts and attitudes the courses seek to provide**
   c. **To have each satellite develop pilot courses of instruction which are closely related to the practical problems that face inner-city schools**
   d. **To have the university component of each satellite incorporate into its present degree program a course that deals with cultural awareness, decision making and planned system change**
   e. **To have the State Department of Public Instruction (SEA) adopt the requirement that a course that deals with cultural awareness, planned system change and data-based decision making be required for certification in PPS and School Social Work for inner-city work**
   f. **To have each satellite be able to support the decision it has made with valid data; to have it secure evidence of the results it has achieved and evidence of the effectiveness of its strategies**

2. The new professionals (entry and renewal) will perform services as trainers, developers, and consultants, as well as provide direct services to consumers in schools, by:
   a. Utilizing organizational development and organizational behavior
   b. Providing consultation theory and practice
   c. Urging community development
   d. Diagnosing learning difficulties and their causes
   e. Aiding definition and remediation of communication difficulties
   f. Applying of accountability and evaluation procedures
   g. Demonstrating acceptance and operationalization of the educational community concept (school-community-university-state department)
   h. Continuing needs assessment for adapting both training and services
   i. Learning about and implementing programs to focus on cultural and developmental differences
   j. Initiating multi-level and multi-discipline training concepts

Ohio Satellite Goals and Objectives

Initially, two goals were most prominent in the minds of the Ohio Satellite personnel; however, both were viewed as experimental in nature. The thrust of the Ohio State Satellite was one of change-orientation toward programs at both the university and local school levels. The goal for the first three years was to create a self-sustaining local school district demonstration site, the purpose of which was to exhibit the guidance function as a viable institutional practice and construct. Such institutionalization throughout an entire school district was not easily attainable. The staff of the Ohio Satellite therefore chose to consider a single educational community as its target. Our intent was to select one school to interface with Project efforts toward attainment of this goal.

A second goal was to create a consciousness within the Faculty of Guidance and Counseling Program of the Ohio State University such that principal faculty members would recognize the necessity for a new guidance and counseling preparation program—one which would be accommodating to guidance as an instructional function.

Attainment of these goals entailed the accomplishment of a series of program objectives. Specifically, these were:

1. Creation of a guidance and counseling program at the university level which could be considered an alternative to the normal experience sequence leading to the Master of Arts degree. Such an alternative would nonetheless satisfy the requirements of the degree.

2. Entrance into an agreement with an urban school system which would require students in the new program to practice and demonstrate their skills while in training. Such field experience or practicum would parallel course requirements.

3. Development of courses to supplement those offered in the usual guidance and counseling program. Such courses would consider the unique needs and roles of the new counselor and would include information and experience concerning counseling with Black students, organizational development, program planning and evaluation.

4. Explication of the notion and ideals of teaming as an approach to problem identification and resolution. Such explication would represent an alternative which could be selected for trial.

5. Acceptance by the community of at least one school in which the Ohio Satellite could demonstrate the implementation of "teaming." The Project would assist the faculty of that school in initiating a teaming approach which could maintain and sustain the guidance function of the total school.

6. Recruitment of youth interested in and motivated to participate in a graduate program which was experimental in nature but from which a degree could be earned. Applicants would be required to meet the standards established by the Graduate School of the Ohio State University. Participation also required a commitment to achieving and mastering a more intensive program than that demanded by the usual guidance and counseling program.

Principal Cooperating Institutions

The Ohio Satellite Project was administratively positioned within the Faculty of Special Services of the College of Education (FSS), the Ohio State University. The authors of the project were members of the FSS.

The cooperating local school districts were located in Columbus and Cincinnati, Ohio. These two systems each provided access to one elementary, one junior high, and one senior high school. All levels of public school faculty and staff were available to the Project personnel through this relationship. Additionally, an effort would be made to engage the participation of the local communities involved.

Both the Satellite and the participating school systems concurred in the need to seek the decision of the Ohio Department of Education as a partner in this effort of change. Such involvement was especially necessary to assist in issues related to certification which might arise.

The network of cooperation which comprised the effort of the Ohio Satellite was fiscally and organizationally linked with the Midwest Center for Development of Pupil Personnel Service Programs. This center was located within the School of Education of Indiana University, Bloomington, Indiana. The Midwest Center also included satellites at:

1. The University of Illinois, Urbana and eight school districts
2. The University of Illinois, Chicago Circle and the Chicago Public Schools
3. Indiana University Northwest and the Gary Public Schools
4. Indiana University—Bloomington and the Indianapolis Public Schools
5. The Louisville Public Schools and the University of Louisville

Administrative Structure of the Ohio Satellite

The program was administered by co-directors, a community liaison person and students working toward Master of Arts degrees in pupil personnel services. There were five students during the first year, three during the second, and two during the third year.

It should be noted that the co-directors held by choice other full-time positions throughout the life of the project. The person who served as a community liaison was also a student. These leaders were expected to devote approximately one-fourth of their time to the Project. In retrospect, it appears that this time allotment was insufficient to adequately accomplish the full range of objectives specified. It should be stressed many times over that a change-oriented effort of this magnitude requires a full time professional staff of several persons.

According to federal regulations for use of EPDA funds, and the guidelines issued by the Midwest Center, each satellite was permitted some latitude in establishing its own mechanism for decision making. The Ohio Satellite, attempting as it was to weld a pluralistic group into a more singular focus unit, chose to organize an Advisory Committee for its purpose. This approach was considered the most efficient if decisions were to reflect the diversity associated with participation by two public school systems, the local and state education agencies, and the university.

Each school district organized and maintained its own community task force. These task forces were charged with identifying and articulating issues and problems to the Advisory Committee, which was composed of representatives from all participating groups engaged in the Ohio Satellite operation—the Ohio State University, Ohio Department of Education, each of the local school districts, counselor trainees, and persons from the local school community. The Project co-directors were also members of the Advisory Committee. Task force reports to the committee were made at monthly meetings. Thereafter, priorities for problem resolutions were set, activities designed, implemented, and evaluated for their effectiveness. Co-directors of the project were usually charged by the committee to assume responsibility for implementation and evaluation of activities. Critical decisions were thus made by the committee though the management of those decisions was usually the responsibility of the Project co-directors. Finally, Center-Satellite communications were usually transmitted from Center to co-directors to the committee and vice versa.

A Chronological Review of Major Program Activities

Activities undertaken by Project staff fell primarily within three areas—project administration, development and maintenance of the Higher Education Pupil Personnel Specialist Program, and the development and maintenance of a program in the local schools which would implement guidance as an institutional function of the school.

The first major administrative task was to create an Advisory Committee which would itself incorporate the principles of teaming. The effort of the Project staff was to create in the minds of all participants a sense of ownership and responsibility to the attainment of Project goals. The use of teaming appeared to be the method most appropriate to attaining this end. Considerable practice in the new decision-making process was needed, but the desired sense of cooperation among all participants did occur.

Informally during the second year and formally during the third year, Project staff attempted to initiate change in the requirements for admission to graduate programs. The focus was on legitimizing valuable work, leadership, and volunteer experiences as appropriate entrance credentials to Master of Arts degree programs in guidance. This effort was referred to in the project as the Parallel Experience Program (PEP). Much effort was expended on this portion of the project, and two potential candidates were enrolled. The Graduate Committee of the College, however, eventually voted against initiation of such a program.

Four experimental courses were developed. Two of these were accepted as permanent course offerings by the College. Continuous field experiences for the new counselor trainee were also implemented. This field experience utilized opportunities within the College as well as target school systems. The success of this effort was evidenced by the intention of the Faculty of Special Services to consider incorporation of continuous field experiences in its present guidance and counseling requirements. Finally, the total curriculum

for the new professional necessitated the development of specialized course offerings in the development of inquiry skills, as well as program planning, community organization, and techniques for counseling in Black settings. While these experiences were achieved within the limits of course hours required for the Master of Arts degree in Guidance and Counseling, these new candidates also enjoyed a preparation tailor-made to their unique needs.

Master's degree pupil personnel trainees were required to experience a field practicum in the target schools. They became involved in a wide range of school and community activities, working with the Advisory Committee, Educational Task Force, and team leaders. They also served as assistants in many of the programs, including the community and evening school. They received a broad experience in program planning, research, coordination, counseling, administration, community organization, and human relations. They also served as consultants and advisors at many levels of program operation. This unique multiple experience proved to be a useful model for the training of pupil personnel specialists.

The merger of Adult Education, Guidance and Counseling, and Student Personnel Services reflects an administrative arrangement which resulted in the Faculty of Special Services. The new chairman of this faculty was the first year co-director of the Ohio Satellite. His goal was to create a new faculty on paper as well as in spirit. Moreover, he wanted to enjoin this faculty to create a program which would bridge the objectives of all three areas, but would reduce the degree of overlap in former mission statements and course objectives. Realizing that teaming could accomplish his objectives, he sought the energy of the Ohio Satellite to assist this effort.

The Satellite responded because they were offered an opportunity to initiate change in the Guidance and Counseling program. An opportunity to bring about a significant change in the approach to educating guidance counselors could not be ignored.

Working with a special faculty committed at first and then with the entire faculty at a faculty retreat, a new program mission began to emerge. This new mission was translated into a possible competency-based curriculum experience. The faculty, however, was not as prepared for the new thrust to the degree as its chairman or the special committee had thought. Faculty members did not accept the new plan, and no compromises were offered. No effort has been extended since that time by this faculty. Adult Education, then a part of that faculty, has since been moved to the Faculty of Vocational Technical Education. Project efforts did not cease, however, but simply changed directions.

While this effort was unfolding, an interim dean was appointed to the College of Education. The College Senate also began to develop a college-wide program of urban teacher education, the committee for which was chaired by a Satellite co-director. This presented a new opportunity for the Project to join with urban education advocates to try to effect change or new direction in the College preparatory programs. This effort was not in vain; in February, 1974, an Urban Education Program was initiated using the teaming model. Eleven faculties have representatives now on the Urban Education Advisory Board, the policy making body of the program.

Although the Ohio Satellite was not responsible for motivating or initiating any of these actions, it was an energy source committed toward an urban education philosophy. The Ohio Satellite also represented a visible process which utilized the open-collaborative model for action. Until this time, projects such as the Ohio Satellite Pupil Personnel Services Project and the Black Education Program had stood alone in their attempt to implement parallel efforts based on common intents.

A third major category of activities launched by the Ohio Satellite were those dealing with the local school districts and their communities. In order to effect change, the Project required entry into schools and their neighborhoods. Project staff stood ready to assist in problem identification and resolution through the use of the teaming or collaborative model process. However, a willingness to receive such assistance did not readily surface.

Due to student disruption at the Columbus target senior high school during the spring prior to the initiation of the Satellite Project, much concern had been expressed in the Linden area over educational issues. Many Project activities, therefore, focused on this high school. Monthly meetings were held with the principal in order to convince an admitted "bureaucratic administrator" to change his perception of the collaboration model. A change was obviously needed at this level if any intervention was to come about.

During the metamorphic period at the school, the Project Advisory Committee assisted an Educational Task Force in planning and implementing two workshops for Linden area parents and teachers. These efforts showed fruition when the senior high principal urged the Linden area schools to involve themselves in a summer needs assessment workshop. This activity involved all levels of the project team: the university, the school system, the State Department and the community. This workshop resulted in a priorized list of needs facing the Linden schools. It also produced a group of school-based professionals trained as team leaders. Another workshop materialized for the Columbus target junior high school faculty. These individuals could

begin to assist their schools toward accomplishing guidance as a total function. This was particularly evidenced among the senior high school faculty. Each item in the priority list and each team leader required follow-up, however.

This need for follow-up tested the energy of the Satellite to respond. Collaboration was even more critical than ever. The Advisory Board used all the resources available to plan follow-up activities for these team leaders, and to begin to develop solutions to those needs listed by the summer workshop participants. Using an exchange of services which already was an agreement between Ohio State and the Columbus Schools, university-directed, tuition-free in-service courses were offered for the public school-based team leaders. The Columbus Educational Task Force also conducted workshops for faculty and parents of the Linden community. These workshops were designed to deal with techniques and skills for accomplishing the collaboration model, as well as exploring at least partial resolutions of some of the needs previously identified.

The activities of the second summer included a workshop to help teachers resolve problems related to reading—the number *one* school need according to participants in the first year summer workshop. Participants were paid for their attendance. The workshop leaders included students, experts in the area of reading, and parents. Again, the Advisory Committee needed the assistance of all components of the team to provide the energy and other resources necessary for a successful workshop. Workshops in drug awareness, teenage pregnancy, and parenthood were also planned.

In some instances, a trainee's field experience requirement was spliced in order to serve special school needs. For example, an out-school tutoring program staffed by Satellite counselor trainees was initiated for pupils suspended from the target Columbus junior high school. The intent was to motivate these pupils to return to school with positive attitudes and to assist them in maintaining skills comparable to those of their peers. A tutoring program was also initiated in the Linden area schools and was partially staffed by Satellite counselor trainees.

A Fall 1972 course in *Team Building in a Public School Setting* was offered to Linden area school-based team leaders. This course was offered through the Ohio State University-Columbus Schools exchange of services contract. With this course completed, the Satellite staff was in a position to begin to "wean" the public school staff from Satellite dependency in order to determine if the process could be self-sustaining within the schools.

At this point, efforts of the Project turned to administrative activities necessary to comply with requests stemming from the joint needs of the Midwest Center and each satellite to close out the three year program. Energy turned to reflection, outcome evaluation, and reconstruction of efforts accomplished. A monograph on the theory and practice of teaming was planned and a consultant author employed. The Ohio Satellite joined in "Operation Recap" in February, 1974. At the same time, much energy was devoted to maintaining the established efforts of the Satellite counselor trainee program and the evaluation of the program. Energy was also channeled into those "higher education agency change" strategies outlined at the beginning of this chapter.

Obstacles and Problems Encountered

One of the early problems which confronted the Project staff was the withdrawal of project sanction by the Columbus schools. For reasons never given to Project staff, the Superintendent of Columbus Schools, by a letter to the Project co-directors, terminated the basic agreement between the two agencies. While a response was being formulated by Project staff, the principals of the Linden area target schools indicated they could not accept this termination. A conference was held among all parties. Due to the insistence of the principals, sanction for school participation was restored. This incident gave notice to the Project staff that there was recognition and acceptance of their efforts on the local level.

Recruiting counselor trainees and finding a base for the Project at the university posed little other than monetary issues. Establishing a position in the target schools was, however, a slow process. In Columbus, the principals of the target schools were slow to accept the efforts of the Satellite, reflecting the initial uncertainty of many groups about the nature of the Project. The Ohio Satellite had no product which would appear to solve the educational problems of the Linden area. It offered a process—a process which had to be implemented in the main by persons other than Satellite staff. Communication of this notion raised concerns. The Linden community wanted answers, a blueprint for success; they wanted something tangible—immediately!

Adoption of the teaming process also meant giving up authority for decision-making and responsibility to a broader base of school personnel. Principals were not ready to do this. It took the senior high staff and vice-principal almost a year to create an atmosphere of trust for the Project.

The Cincinnati site was too geographically removed from the Ohio Satellite headquarters at Columbus to be of immediate benefit. The schools in that system were selected by central office staff, and the task force was composed of central office administrators. The project co-directors met often with the Cincinnati task force

and a solid interchange of ideas occurred. However, the day-to-day contact, recognized as imperative, was not possible. At the end of the first year, Cincinnati decided to utilize Model Cities funds to continue the process begun at that site. The Satellite's involvement with the Cincinnati site was over.

With the termination of the Cincinnati site, other problems arose, mostly due to staff changes. One Project co-director resigned to accept the chairmanship of the Faculty of Special Services within the Ohio State University College of Education. He was replaced by a member of the faculty of Early Childhood Education, and the Advisory Committee was temporarily suspended. The Columbus Educational Task Force continued to be very active, however. Finally, the Columbus elementary target school discontinued its participation in the project, and its principal resigned as task force chairman. A new chairman replaced him. Obviously, it was difficult to establish continuity under these conditions during the second year.

Toward the end of the second project year, questions were raised concerning the decision-making power of the Project. What was at first only a ripple, later became a wave of discontent. The Advisory Committee was regenerated. It immediately began to function, but with a loss of its original inertia. Never again was it to focus on Satellite objectives. Instead, it turned to administrative decision-making. Though the second summer was relatively successful, other problems followed.

Administrative disagreements between the Indiana Center and the Ohio Satellite surfaced. These were primarily the result of (a) a supposedly inadequate second year final report and (b) a provocative third year proposal. It seemed impossible for the Ohio Satellite staff to tend to the issues raised by the Indiana Center. Finally, after a series of meetings and several proposal interactions, a final agreement was reached, but at the expense of three months of valuable planning time. This late beginning was cause for anguish on the part of the Ohio Satellite staff on many occasions thereafter. The Advisory Committee delayed its initial meeting, the task force was even more delayed, and the functional interchange between the two was severely cramped.

Shortly after, Project staff received word that its efforts toward establishment of the previously described Parallel Experience Program had been thwarted. The "low ebb" of the third year had been reached. Many lessons were to be learned in the following months. Teaming, as it related to the Satellite's Advisory Committee, was no longer a reality.

Recall that the principal reason for establishing the Advisory Committee had been to forestall possible competition between the Columbus and Cincinnati schools for limited Satellite resources, to focus instead on higher objectives. Within the year, however, three school principals were appointed to the committee. The competitive spirit proved disruptive among Columbus staff when one principal was named as third year Project co-director. Much of the limited Project resources was eventually targeted for the co-director's school. Not much in the way of resources nor energy remained to implement a thrust at the second junior high school participating in the Project.

Moreover, the role of the Advisory Committee became unclear. All efforts undertaken seemed beyond their capability to solve. Planning time was at a premium. Activities had to be devoted almost entirely to resolution of details of the Midwest Center requests, including evaluation. Many of the requests from the Center necessitated the total attention of Project staff.

Summary

The Ohio Satellite was designed to try to establish two demonstration sites. One would be in a public school setting, exhibiting a commitment to the total guidance function in a school setting. The second would be within a university faculty and would exhibit a degree of proclivity to alter traditional programs to make them capable of supporting the school setting. Many activities were designed and implemented to satisfy these goals. Many problems occurred, some of which were resolved, others not. Most of the necessary modifications helped the Satellite improve its performance. One fact is clear: Through the use of demonstration sites, high visibility is paid to the need for total guidance function as a school responsibility.

CHAPTER III

Teaming for Educational Change

Teaming as a process for educational change is not a new concept. It is generally agreed that more cooperation is necessary among professional educators than among other professional groups. Further, even more cooperation is needed when the total educational community is considered, since this group includes both professional and nonprofessional (parents, etc.) personnel. The importance of the team approach to problem solving has thus been particularly emphasized by the Ohio Satellite.

The need for cooperation has special implications for pupil personnel services. Considering the diversity of cultural groups (Blacks, Chicanos, Native Americans, etc.) who differ from those in control of school policy, it is necessary to integrate the educational community with different levels of functioning and different awarenesses and perceptions. Clearly, among the traditional teams, it can be observed that there often existed conflicts in the goals across and within subgroups. The result was a series of mismatches among those responsible for administering the functions of the educational community. The approaches which evolved in the Ohio Satellite were designed to provide a more effective method for satisfactory decision-making toward positive educational change.

Secondly, when problems were identified, the chain of command often provided personal or bureaucratic screens which tended to alter the nature of the problem. This resulted in a response which did not address itself to the nature of the original problem.

Just as frequently, when decisions were needed concerning certain problems or issues, the structural design for problem solving created a time lag from the point of problem identification to the point of problem response. Often as a result of this lag (a) the solution frequently did not fit the problem; (b) the problem no longer existed or had changed; and (c) individuals or groups affected by the problem may have organized less desirable responses but nonetheless effective defenses to deal with their problem concerns.

It was obvious that a change mechanism was necessary within education which considered all constituents in the decision making process. The PPS Program used teaming as a change strategy because it was believed that teaming provided the process which responded to the preceding problems.

This decision assumed that greater cooperation was needed among professional and lay groups pertinent to the educational process. In addition to the need for a team, effort was heightened by recognition of the gap existing between the experience schools offer and that which students need to function in today's world. There was an especially significant need for improved services to polycultural groups and poor people. In previous projects the adults in the educational community were ignored, and project efforts usually failed to bring about significant changes in the students' learning environment. Thus it was assumed that, if involvement from non-school adults was not sought, the learning climate provided for students would continue to be inadequate. The pronouncement of educators that "We are here for the students" is verification that they view themselves as instruments of instruction rather than human beings who require a positive atmosphere conducive to instruction and learning. Emphasis on adults in the educational community working as part of an educational team would de-emphasize the role of the educator as an instrument and re-emphasize the role of the educator as participant.

Teaming is viewed as a dynamic process which allows individuals from all levels within the educational community to be a significant part in the decision-making process. By having a personal investment in the decision making, individuals are able to influence their own organizational behavior and progress over long periods of time. Further, the team decision making process is one which allows the creation, implementation, and continuous improvement of a healthy educational climate for most students and adults.

Just as different members of sports teams have differentiated assignments and responsibilities, depending on positions played, so do various PPS team members exercise specialized functions. Parents from the schools' attendance areas, school educators (i.e., teachers, counselors, principals, secretaries, assistant superintendents, board members, etc.), university professors and State Department of Education supervisors all have something to offer the total effort. The differentiation occurs in perspectives and in talents.

No two persons in the educational community are alike in the professional backgrounds or personalities they bring to the team. However, they are identical in the school-related frame of reference that they bring; that is to say, *all individuals share an obligation to convey a specified body of attitudes, facts, skills, and concepts to the students.* This dichotomy holds implications for the entire team. First of all, each member's unique strengths and characteristics are garnered as a student guidance activity resource. Second, the specific professional or paraprofessional perspective common to all must be respected during consultation on direct student-related or other school-related difficulties. This does not mean surrendering pupil considerations in favor of consideration for administrative personnel. Rather, it means acceptance of varying viewpoints,

followed by dialogue in which the team works out a plan of action beneficial to all persons involved in the educational process. The outcome of such an arrangement provides the team with one of its greatest assets—functional efficiency.

We believe that the Teaming Development Training Model consists of four phases. These include awareness, knowledge acquisition, skill development, and involved action(Wigtil and Kelsey "Focus on Guidance," November 1968). We will explore each separately.

Awareness. The first phase is one of sensitivity or awareness. During this stage, individuals on the team attempt to understand (a) the concept called teaming, (b) how this concept is dfiferent from the usual operational method of teaming that exists within institutions, (c) how the concepts will be different, especially in terms of the decision-making process, and (d) how each individual will function on the team. Team members are given opportunities to assess their feelings in relationship to this new model and are encouraged to accept new functional roles within its context.

Knowledge Acquisition. Emphasis in this stage is placed on understanding the areas of community development, organizational development, interviewing and counseling skills, and political action approaches. It is extremely important that each member of the team have a level of knowledge and understanding in each of these areas in order to function effectively on the team.

Skill Development. During this stage a great deal of emphasis is placed on trying out the new knowledge and skills which have been learned or developed by team members. Common team missions are established, and team members can identify and develop competencies which are needed to carry out the common missions.

Involved Action. Finally, in this stage the transfer of team learning will take place in settings other than the initial target settings. It is assumed that many of the findings of this Project will be applicable to other educational communities. This stage is likely to be most effectively implemented both during and after the life of the project.

What Happens in the Teaming Process?

During the teaming process, the following practices should be employed:

1. Teaming should provide opportunities for all components and individuals to experience some self-evaluation and to receive intrapersonal satisfaction or rewards. Some examples of questions which are personally raised are:
   a. What am I doing that is successful?
   b. What am I doing that is not successful? Am I afraid to face my successes and failures?
   c. Why do I respond as I do (custom, tradition, logic, rational behavior, human tendency)?
   d. Am I flexible enough to allow myself to experience differences caused by, for example, time periods, ages, cultural eras and sex?
   e. Once I have experienced differences, am I willing to do something about them by attempting personal change, personal strategies, and organizational approaches?
   f. When have I last made a personal growth change or an organizational procedural overhaul? (Do I fool myself about this by saying, "It can't happen overnight," and insure that tomorrow never comes?)
2. Teaming should provide an opportunity to understand goals and objectives in order to limit sub-units or interdepartment conflicts which pull in opposite directions. Critical concerns in this area include the integration of personal goals, sub-units' (faculty, staff, students, administration) objectives, and institutional purposes. This is not an easy task because many institutions, colleges, and universities have developed parameters or boundaries based on a hypothetical person or a pseudo-student. There often is little regard for the actual people who make up the institution.
3. The human element must become a major consideration.
   a. As people work together, rank and status may often get in the way. Teaming considers that persons of lesser rank feel the same need to be understood as do people of higher rank.
   b. Leadership assignments are made on the basis of availability of competencies at a given time rather on protocol.
   c. Each faction is able to profit from group thrust, thus eliminating compounded blindness and frustration since all are able to "follow" with minimal hesitancy.

Teaming thus tends to lessen the concentration of power in the hands of a few. It appropriately teaches that only as each person gives up the awe attributed to status and rank can he or she expect to influence and contribute competencies toward positive group goals.

Teaming places a major emphasis on the acquisition of competencies, knowledge and skills. However, two major considerations are evident in practice. (1) Even though there is some factual knowledge that can be precisely stated concerning teaming as a process, each person must discover for himself how to combine this

knowledge with his own capabilities and skills. (2) Each member of a team must learn to hypothesize, experiment, devise methods, and test ideas.

In order to function effectively, a team also requires a clearly defined feedback system. This pattern of messages must include procedures appropriate for (1) checking and rechecking how each individual's behavior is viewed by others in the team, (2) assessing the behavior and motivation of others, and (3) validating judgments of human events to see if they fit what others see. Without a communication system to provide an acceptable pattern of reciprocal messages, an effective system is impossible.

Teaming Vehicles and Processes

1. The Advisory Committee

The Ohio Satellite organized several major vehicles for the planning and implementation of its teaming objectives. The first such vehicle was an Advisory Committee, a small body of some *seven* persons representing various educational communities. There was at least one representative each from the following sources:

a. The Ohio State Department of Education
b. Master's degree student in Pupil Personnel
c. A community representative
d. The Ohio State University
e. Principals of participating schools
f. Co-Directors of the Project

The Advisory Committee was responsible for the selection of personnel, major fiscal policy formation and maintenance. It selected the target schools and made judgments regarding the major thrust and emphasis of the overall program.

The first major procedure outlined by the Advisory Committee was that of a "needs assessment survey." The needs assessment survey was a comprehensive examination by the target schools of critical problems and issues facing them. Workshops and seminars were established to conduct in-depth examination of school problems. This survey resulted in identification of major problems and recommendations for their solution. For example, the survey brought to light that tenth graders who came to Linden High School for the first time received no orientation about the school. Students were therefore spending three years at the high school without understanding the physical facility or school program, and having very little opportunity to ask questions or become acquainted with school officials.

The Advisory Board recommended that Linden establish an orientation program for tenth grade students. The principal, a member of the committee, agreed with this recommendation. His school task force decided to close the school for one day in order to conduct such an orientation. It should be noted that no single guidance counselor could have made and successfully implemented such a program. There would have been resistance from both teachers and administrators. The result is that tenth graders are now immediately made to feel more a part of their new school, and do so, with an opportunity for a greater amount of communication between themselves and school officials.

The Advisory Committee also organized intraschool workshops for teachers and staff. These workshops have proven extremely helpful in bringing about improved communications among all school personnel. Workshops were also organized for parents and community people. These also served to bridge relations between the school and the community. Parents came forward with many suggestions on how the overall educational program could be improved. They were, for example, extremely concerned about instruction in the basic skills (reading, writing, and arithmetic). As a result of this concern the Advisory Committee recommended that each school should provide for reading workshops for their teachers. Each teacher was encouraged to become more proficient in the art of teaching communicative skills. The Advisory Committee also encouraged teachers and administrators to participate in other workshops and educational seminars.

The most important role of the Advisory Committee was its continuous campaign to achieve total community concern for excellence and quality education. Community rallies were organized around community leaders and spokesmen for quality education. In this manner, the Advisory Committee functioned as a catalyst to push the total community to join hands with other educators.

2. The Educational Task Force

The Advisory Committee recommended and worked to establish an Educational Task Force, open to any person in the target school area. Active participants included school administrators, teachers, students, parents, members of the Advisory Committee and other community representatives. Attendance at monthly meetings ranged from thirty to eighty persons per meeting. The task force has become a forceful organization and resolved to remain in existence after federal funding of the Ohio Satellite has been discontinued.

In the early stages the task force was seen by many as an ongoing effort on the part of the school officials to disband the Parent Teacher Association. This interpretation created some difficulties in attaining total

community support. Principals were very sensitive to this allegation, and in some instances were unable to lend their total cooperation to the goals and objectives of the Project. They simply did not have community consensus. With limited full-time staff and resources it was difficult to conduct a comprehensive task of interpretation to the public.

The lack of full-time staff to work with the educational institutions has been one of the weaknesses of the Ohio Satellite. This Project required at least two full time professional staff to provide supportive services for the Educational Task Force and Advisory Board, as well as other organized and unorganized units. However, the Educational Task Force did realize some major achievements. It was responsible for the unfreezing of communication in the total educational community. Dialogue was increased between teachers and administrators, between guidance counselors and other school staff. There was an overall improvement of relations between the school officials and the students. In fact, students were always present at meetings. Prior to this program, students and school officials had been locked in day-to-day major confrontations; in some instances schools had been forced to close for fear of physical violence. The Educational Task Force encouraged much needed, open dialogue between students and school officials.

The Educational Task Force also attempted to explore the problem of school suspensions. It was the practice to suspend students for long periods of time because of discipline and behavior problems. The task force decided to establish a Community School to meet the educational needs of such students. A building was obtained in the community. Tutoring and other guidance programs were organized. The work of the task force in this area has led to a major reduction in suspensions. The task force also anticipates a major increase in the reading scores for students at Linmoor Junior High School as a result of activities initiated in this area.

The task force established an evening school program for community residents. Courses ranged from typing and shorthand to a variety of arts, crafts, and other programs of interest to adults in the community. Although a very worthwhile effort, it was eventually dropped because of our limitations on time and resources. A more successful activity, probably because it fell within the range of short term involvement, was "Fun Night." Teachers became so enthusiastic about community participation that they agreed to form car pools to pick up parents for the event.

3. Team Leaders

Each target school organized a team of some ten to fourteen persons to coordinate the programmatic activities conducted in its building. The teams included administrators, teachers, guidance counselors, and others. Each team leader would meet with a small group of teachers to discuss various program suggestions and activities. These groups were organized along natural divisions. For example, a particular group of grade level teachers would meet, or the physical education staff might come together, to discuss common concerns. As a result there was significant improvement in communications and overall group morale within the schools.

The teams had responsibility for implementing and making suggestions to the Educational Task Force. Team leaders met weekly and planned to continue their established function even after federal support for the Ohio Satellite is discontinued.

CHAPTER IV

The Ohio Satellite Pupil Personnel Training Models

The Ohio Satellite Project recognized the need to design a model that would provide educational training for three distinct community groups. First, the program was designed to provide graduate training at the master's and Ph.D. level for a small group of students who could meet existing university requirements. This program was called the Pre-Service Training Program. Secondly, a program was established for teachers and other school personnel interested in receiving university credit for courses specifically geared to their personal and professional needs. This program was called the In-Service Mid-Career Training Program. A third component was a program whereby persons without the baccalaureate degree could be admitted to the master's program using experience and demonstrated leadership as qualifications for their admission. This program was called the Parallel Education Program (PEP). We also hoped that the Project would serve as a catalytic force in helping the university recognize the value of "Community Professorships," i.e., persons having unique contributions to make to the various educational communities.

The following section explores these four program models and the manner in which they were organized, as well as their functions within the Ohio Satellite Program.

Program Descriptions

Pre-Service Training Program

During the summer of 1971, three students were admitted to the PPS Pre-Service Preparation Program. They were enrolled in the regular Guidance program at the master's level. These students were recruited and screened on the basis of the following guidelines:

a. An effort was made to identify and recruit mostly Black students who had expressed an enthusiastic desire to work in predominantly Black settings.

b. The PPS collaborative decision making model was presented to all applicants. Its discussion permitted interviewers to identify students whose philosophy approximated a similar approach to group and collective problem solving.

c. Recruits were to manifest a basic sensitivity and understanding of the causative factors of problems in inner-city schools and communities.

d. Students were to be receptive to the idea of the need for training a new kind of practitioner.

e. Students were to be amenable to the notion of participating in a year-long, community-based practicum experience in a predominantly Black setting.

Students enrolled in the program were required to take the core of departmental courses requisite to achieve professional certification. In addition, they were offered four newly developed courses designed to provide relevant content and skills for persons preparing to work in predominantly urban Black settings.

A comprehensive bibliography of readings was made available for each course. In each course, students were organized into small groups. This provided maximum opportunity for discussion of subject matter and exchange of personal ideas. Students were encouraged and assisted in examining the nature of their internal as well as external worlds. This endeavor was often very painful and emotional; however, there is little doubt that it did serve to bring about in the minds of participants a more genuine understanding of themselves in particular, and of human dynamics in general. Throughout the program students were also required to attend, and encouraged to participate in, professional workshops as well as other activities planned by local schools, agencies, and other community groups. To acquire planning, coordinative and other organizing skills, students were required to organize workshops as well as help develop needed programs and special institutes. They were also responsible for the organization of community and evening school programs.

The students responded enthusiastically to the community practicum. In the regular guidance training program the practicum is university-based. Students observe through one-way mirrors, participate in game stimulation, role playing, etc. The community-based practicum provided an opportunity for students to spend approximately twelve working hours a week in an institution located in the community. This approach to learning made possible a greater integration of classroom theory with practical experience.

Just as important was the stimulation offered by the field experience toward a new and more advanced level of inquiry. Students recognized the need for and often gave realistic answers to "nitty gritty" problems formerly bypassed. They questioned theories and showed greater interest in developing procedures which will result in problem solution, rather than interest only in achieving formal certification.

The community field practicum also provided an opportunity for students to witness practitioners at work. They could begin to compare professional statements of what should be done with what was actually done on

a day-to-day basis. They could begin immediately to evaluate their own competencies to function as professional practitioners. Since faculty members working with the Project were required to collaborate with students in the field setting, they were under constant scrutiny regarding their skills and abilities to cope with complex practical problems. The faculty member, as a partner in the learning process, became a living example of both theory and practice in motion. Various types of faculty members were utilized in this regard: three counselor educators, one specialist in early and middle childhood education, one specialist in evaluation and research, two curriculum specialists, four practicing counselors, and three practicing principals.

All students who participated in the program over the three year period have since graduated. Most are employed in settings similar to those for which they were trained, and some are pursuing advanced degrees.

In-Service Mid-Career Training Program

In many urban areas across Ohio there are teachers, school personnel, agency persons, paraprofessionals, and others who are interested in continuously pursuing educational opportunities. This interest takes many forms. Many without university degrees desire to take specialized courses or acquire degrees in counseling. Many teachers, social workers, and other persons with Associate of Arts or Bachelor of Arts degrees wish to continue working while either taking select courses or pursuing an advanced degree. There are also parents and other community persons interested in issues related to guidance who desire to take courses on a part-time basis.

These needs gave rise to the establishment of the In-Service Mid-Career Training Program. Despite numerous difficulties associated with instituting new courses or a new curriculum at such a major university as Ohio State, a variety of programs and activities were developed. A concerted effort was made to establish courses to meet the special needs of the group described. It was necessary that participants first be accepted for graduate study. This made it possible for them to take courses offered in the regular graduate school program. Most of them took evening courses or independent study and small group courses which were established upon the special needs of the students. One such example was a course in behavior modification developed for public school teachers. This course provided a practical approach for use with "problem centered" students. Other courses were designed to provide content on Black culture, Black institutional development, and other relevant topics.

The In-Service Mid-Career Program also provided opportunities for students to participate in workshops and special seminars led by the Satellite. Some examples were: two-week and four-week summer workshops on program planning and evaluation; monthly meetings on curriculum analysis; four-day summer workshops on "Teaming for Change"; and bi-monthly seminars on team building and leadership skills. Participants were always encouraged to become more actively involved in life outside of their particular work situation. Students were advised to attend city council meetings, governmental hearings, rallies, and other political activities which generally shape the policies and direction of community life.

A major problem voiced by students in this program was related to frustrations they encountered in trying to develop a workable career plan. Many simply did not know what skills they possessed or what they could accomplish. Others were uncertain how they could acquire the information and resources necessary to achieve their desired career goals. A significant amount of time was thus devoted to individual counseling and assistance to those persons wishing to clarify and make career decisions.

Parallel Education Program (PEP)

The endless hours and efforts devoted to the establishment of the Parallel Education Program represents perhaps the most difficult challenge of the Ohio Satellite Program. Again, the goal was to (a) select a person recognized in the Black or urban community with leadership skills, with an interest in career development, and who had achieved wide-spread recognition as having a great deal of talent and skills; (b) admit such an individual to the regular guidance program at the master's level.

This proposal was presented and accepted by the Faculty of Special Services. A person was identified and recruited for the program. The person was required to work for two quarters with four of the seven members of that faculty in order to give faculty members an opportunity to assess the student's suitability for the regular master's program and give the student a chance to become familiar with the faculty as well as the environment at the university. The student successfully completed this trial period and was permitted to take some fifty (50) hours of university credit in the regular master's program, for which he received satisfactory grades. The graduate committee of the College of Education, however, refused to accept such credits toward graduation from the Master of Arts Program in Counseling. There were grave misunderstandings and bitter disagreements over this matter.

Suffice it to say that a majority of faculty members would unhesitatingly recommend the individual for a position in Career Development. In fact, the student is now employed as director of the Columbus Area Opportunity Industrial Center.

Community Professor

Throughout the world, many universities permit persons with unique combinations of skills and information to become a part of their academic community. Such persons are invited as lecturers, visiting professors, or in some instances, have been known to receive full professorships.

A suggestion was thus made to the university that persons with unique experiences in Black and other communities be given similar recognition. Several reputable persons from Black community organizations were invited to lecture on the problems and issues in the black community. Some came from organizations currently making demands of the public schools. We also invited lecturers, parents, students, and other persons with an important point of view regarding the problems and issues facing Black communities. We believe that this effort should continue to be explored in the future, for human interaction is inherent in problem solving.

In conclusion, the overall Ohio Statellite Pupil Personnel Training Program has had a great deal of impact on individuals as well as several major institutions. A grand total of 69 trainees went through the program over the three years.

1971-72	4 stipended M.A. students
	5 practicing counselors
1972-73	4 stipended M.A. students
	5 practicing counselors
	21 classroom teachers
	1 Ph.D. student
1973-74	3 stipended M.A. students
	8 M.A. students (no stipends)
	2 practicing counselors
	16 classroom teachers
	1 Ph.D. student

CHAPTER V

Evaluations and Recommendations

The Ohio Satellite Educational Community included the Ohio State University, the Columbus Board of Education, and local Columbus schools—Linden McKinley High School, Linmoor Junior High School, and Gladstone Elementary School. The Department of Education of Ohio was also a participant along with the Midwest Center at Indiana University. All these forces joined in a unified effort to realize three major objectives of the Ohio Satellite Project, which were:

1. Through "educational teaming" to organize problem solving processes and vehicles which would serve to improve overall guidance activities in the target schools
2. Demonstrate the need to train a new kind of pupil personnel specialist
3. Effect major changes in the overall guidance program in the target schools

The organizers of the program were somewhat idealistic in their hope of trying to achieve major changes within such large bureaucratic structures with limited resources. Without this spirit and idealism, however, it is doubtful whether so much would have been accomplished. It was probably the idealism of the co-directors and the key staff people that made the biggest difference. Another factor was the latent but growing readiness for change and movement on the part of the Columbus Public Schools.

Accomplishments

Accomplishments can be categorized in many ways. We feel that the forms of accomplishment that we can accurately measure are: successful activities, lessons learned from unsuccessful activities, and total program impact as revealed in questionnaires and observations.

Of those activities which could be considered successfully performed, the following are noteworthy:

- The public school system and the university pooled their respective resources in order to develop and implement staff development workshops during the summer and weekends.
- Two courses ("Counseling in a Black Setting" and "Organizational Development for Counselors") were developed and taught, and are presently being considered for College adoption.
- Field-based pupil personnel practicum experiences were provided on a quarterly basis for master's degree students in Counseling.
- Teaming was utilized as a way of institutionalizing guidance as a function of the total institution rather than the task or responsibility of only the counselor.
- Counselor trainees have demonstrated their abilities to use the collaborative-decision making model for group problem solving.

As far as accomplishments at the university level can be ascertained, we can point to several developments which reflect Satellite influence. Three very important programs were implemented at the Ohio State University during the funded life of PPS programs.

- A College of Education-wide in-service program was started during 1973. This program consisted of cooperation among eleven faculties and several public school systems. The Ohio Satellite has provided one model which was examined by the College during the in-service program development.
- An Urban Education Program was initiated in February 1974, a program which is using the "teaming" model. Eleven faculties have representatives on the Urban Education Advisory Board which is the policy-making body within the College. Presently a Community Policy Board has been formed which will provide direction and assist in implementation.
- The Guidance and Counseling Program has been changed from an M.A. in Guidance and Counseling (which included certification), to an M.A. in Guidance and Counseling for teachers and others. State certification can be acquired after the master's degree if the student desires.

Ohio Satellite Program Impacts

The best witness of the impact of this three-year effort comes from testimony of those involved in the process. What type of school counselor did the Satellite produce? The chairman of the Elementary Counseling Program of the Columbus Schools gave the following statement:

> The goal of the project was to produce a different counselor—knowledgeable in the use of community and school resources. Those graduates hired by the Columbus Schools are good *outreach* counselors. They can use the community well, and the new course work and the field experiences they incurred as a part of their education are responsible for this. Special courses made these people stronger counselors of black youth, and field experiences permitted them to see and use a wide spectrum of change strategies. All counselors should have this course work and field experience before graduating. They would learn that teaming is difficult but productive work, that not all team members will always work, and those on a team have fallouts due to breakdown in communication.

A counselor who worked with a Satellite counselor trainee graduate indicated the following:

He is a different type of counselor—he is a human outreach person—he is very effective. He has a good personality, but the difference was his field based program. He knew his way around kids and schools from day one. He is a problem solver in a prevention sense. He does not like crisis but deals with it well. The OSU program gave him a lot of these skills. He is very pupil oriented.

How has the Ohio Satellite Program affected the schools it has served? The following comments from teachers reflect the impact:

Has the program improved the climate at your school?

Yes, definitely. It brought teaming to Linmoor. We have more staff development than any school in the system. I have been at Linmoor for ten years and last year was the first year that teachers did not want out. Not one requested a transfer and this is unreal. This is the first year we have had a staff experienced in working at Linmoor.

What has teaming accomplished at Linmoor?

Solutions to problems. Shared decision-making, action, and responsibility. Team leaders feel the school is their responsibility. All the policies in the Linmoor manual came from the teams—not from the principal alone. We all have a vested interest in making that work. It's ours.

Has PPS helped in your community-school situation?

Yes, they gave us a strategy for solving a chronic problem. We are no longer fragmented—now we have a plan for action called Fun Nite.

PPS has given our schools in Linden a together feeling. It has just now started to become a reality.

As a part of the evaluation of this program certain impact data were collected. Within the Linden community only Linmoor Junior High had continuous exposure to the local school district program efforts. Thus, this school faculty was selected to be queried as to any perceived climate change which might be ascribed to the efforts of the Ohio Satellite to introduce and maintain teaming in their building.

Each of the teachers, aides, custodians, clerks, and administrators assigned to Linmoor were administered a sixty-six item questionnaire constructed to perceive positive changes in:

- school-community relationships
- faculty-administrative relationships
- faculty-student relationships
- faculty-faculty relationships
- faculty-support staff relationships
- student-student staff relationships

Changes due to teaming could be recorded and analyzed. A five-point Likert Scale index was used:

1 = Very Much Assistance Toward Improvement
2 = Much Assistance Toward Improvement
3 = Some Assistance Toward Improvement
4 = Very Little Assistance Toward Improvement
5 = No Assistance Toward Improvement

A copy of this questionnaire appears in Appendix D.

Sixty-eight questionnaires were analyzed. The results indicated that teaming assisted the Linmoor *faculty* in improving their relationship to their *community*. Most of this assistance was in the area of "involving the community in planning and carrying out staff development activities" by "communicating to the community what staff development was attempting to do at Linmoor." This resulted in "teachers becoming more familiar with the influence of the community on student behavior"—both overt and covert. Teachers began to attempt to make "the educational experience relevant to the needs of the community." Linmoor then reached out to team its efforts with other community agencies such as churches and other social agencies. This increased community involvement in the school which, according to the staff, "bettered school-community relations and increased teacher awareness of the concept of the educational community."

Faculty-faculty relationships also improved. Teaming required that total staff work together to improve their ability to solve school problems. Communication among the staff improved due to the requirements of teaming. The process of teaming for an educational problem and formulating a solution made staff members a part of the decision making process *involving the total staff.* This process also permitted a focus on the positive attributes of the teaching staff, which tended to enhance the personal development of individual teachers. The culminating impact of this, again according to the teachers surveyed, was "a conversion of dialogue into action."

The Linmoor faculty was neutral on the impact of teaming on *student-student* relationships. Nothing of value could be gleaned from the data. (One of our recommendations would be to administer this questionnaire, or a similar one, to the students at a given school site.)

Faculty-student relationships were reported to be very much improved due to the process of teaming. Students were involved in the process of educational problem solving. This made them a part of decision making and engendered a sense of personal responsibility for the functioning of the school. It also permitted teachers to convey to students that they care about them and their problems. This effort, though it involved only a limited number of students, seemed to diffuse throughout the student body. Attitudes were influenced and students began to respond in a positive manner to changes in the school policy. Achievement scores did not climb, nor did all discipline problems disappear, and class cuts still occurred. But students did begin to form more positive identifications with the school. The overall teaching-learning atmosphere was reported to have improved greatly.

Faculty-administration relationships generally improved but whether or not it was due to teaming could not be discerned from an analysis of the reported data. However, looking at the data from a survey of the Linmoor Junior High School entitled *Building Environment Study*, administered by the Columbus Public Schools Department of Evaluation, Research and Planning, reveals a positive relationship between staff and administration, with a consistent improvement over the last three years. Teaming has existed at Linmoor for two years.

Faculty-support service personnel relationships were rated "as good as ever." This bond was positive before teaming was initiated at Linmoor, and permitted an easy entry for these two staff elements into a teaming relationship. However, the data does not indicate an impact on this relationship which could be ascribed to teaming. The following responses reflect, however, a degree of improvement through training.

A Columbus school administrator made the following observation:

> The Columbus Schools became involved because a tense situation existed in the Linden area. The school system had an opportunity to gain a resource for teacher education. A chance to get a staff of the target senior high in a position to knowledgeably use community input. A thing which was occurring regularly anyway. What existed was the chance to use a technique to organize and channel community participation in the schools without openly involving the central office—an already existing community scapegoat. The program has genuinely helped many teachers to a new awareness of methods of solving problems youth encounter in schools.

What has been the impact of the Ohio Satellite on school principals? A target school principal offered this comment:

> I have been opened up. The school is the responsibility of all within it. They know it, I know it; I trust them. I could still make all the decisions but it's better, more secure, more comfortable to share this function in the programming arena. I still administer the rules and regulations but setting these things is now done by more than just a few people.

How well has teaming worked? From one Midwest Center co-director:

> I cannot comment on it directly. However, in Center-Satellite relations, it got us through this summer and fall. When one element of the team was ready to pack in our relationships, other members were redoubling their effort to keep it alive. Being crisis oriented to get your foot in the door is okay. This notion of teaming induces conflict. Ohio has handled conflict well.

From the other Midwest Center co-director:

> Not sure about the concept of teaming; it is not clearly explicated in their proposals. But, in terms of products, i.e., solved problems, it seems to have been valuable.

From a Columbus Schools Central Office administrator:

> Teaming has worked—everyone has done their thing well and in a very helpful way; the University, the school administration, and the teachers, yes, the parents, too.

From a Satellite counselor trainee:

> This sharing process has been very effective in reaching set goals. I think it has worked well, since we utilize each other not only on a professional basis but also on [a basis of] friendship. This process makes people more willing to work together.

How effective has the Satellite been in its functioning?

From an Advisory Committee member:

> The project worked best the first year. Everyone was interested and organized. The leadership was better. Teaming is designed to cut through bureaucratic red tape. But, community diversity is also

red tape. The project worked very slowly here. It could not seem to overcome this problem. As well, key decision makers from the school system dropped out—why, I don't know.

A member of the Columbus Educational Task Force stated:

Year I of the project was the most effective. Joint planning, problem identification and problem resolution occurred. Delineation and definition of needs and issues were most clear.
Year II saw the demise of an effective Advisory Council. The planning mode was dropped. Issues became much less clear and efforts seemed to be aimed at solving crises which were attributed to center activities.
Year III has been most frustrating. Communication has been poor and often non-existent. Cooperation is almost totally lacking and not even crises are being attended to in any reasonable fashion. Our late start directly attributable to the Center has caused most problems. We just could never seem to recoup.

The Midwest Center co-directors:

Their program has three distinct advantages: Community involvement, sound field experiences for their HEA trainees, and a good sound relationship with the public school. These are EPDA expectations. Ohio has performed well here. They have a solid relationship with Linden area of the Columbus Public Schools. They have been able to use their concept of teaming to solve crises in the schools, and they have worked well in the Center-Satellite consortium. They have not become data-based decision makers, however—we in the Center had hoped they would.

Data collected from a questionnaire sent to all satellite counselor-trainee graduates also indicated that trainees were impressed with the fact that many people seemed to be working together to make their experiences meaningful. They claim the benefits of teaming to be most positive and beneficial to their growth and development. The opportunities to work in the field were highly regarded, deemed necessary, and seen as something only the PPS Program was offering.

What makes the Ohio Satellite Program acceptable? From a Linden area teacher:

They had no strategy to lay on us. They were a resource to be used to solve problems that we decided had priority. The 'we' being the Linden community including the school faculties. People had problems with the OSU people in the beginning because they could not deal with a group saying they had no product only a process.

From another teacher:

I went to the Summer Workshop in 1972 as a team leader from Linmoor. That was a fantastically valuable experience. It really revved me up. It was so positive, so motivating. We saw something that a person could get involved with, elements or plans they could help direct and control. These outcomes could improve our schools and involve more parents—I wanted that. I saw a way out of a lot of personal frustration. That's why I got involved, have stayed involved, and will continue after the program monies stop.

From the Midwest Center co-directors:

They have a clear need for their program; their personnel have tremendous commitment, drive and energy; they have a clear direction; and they are willing to rethink their processes without erasing their purposes. They want to get something done.

What does the future hold?

At first we were very dependent on university people. But we've tested our wings. We like the idea of helping and know we can do it. We're committed and we will continue even after the termination of federal funds, with the help of our own school system.

Recommendations

We will attempt to share some of the critical areas in which the Satellite Program efforts have fallen short. It is our sincere opinion that the Ohio Satellite Program has had major impact on many of the institutions that we have encountered. There is still much to be done if we are going to truly develop more effective institutionalized guidance programs. In this spirit we would like to make the following recommendations to the Columbus Public Schools, to Ohio State University, and indirectly to other institutions that can benefit most from our findings.

Recommendations to Ohio State University, College of Education and Faculty of Special Services:

1. We strongly encourage the Faculty of Special Services to *institutionalize* its commitment to educate a new kind of counselor who is able to facilitate and manage the total guidance function within Black and urban settings.

2. The four-course PPS core sequence should become an integral part of the counselor education curriculum.
3. Future programs of an experimental nature should be staffed by directors with *full-time* status and commitment.
4. Utilizing the PPS Program as an example, the Special Services faculty should become more willing to explore new and innovative approaches to the ever-pressing guidance needs in urban and Black school settings.
5. Every effort should be made to establish a school year-long community-based field practicum. Each faculty member should become an integral part of the practicum.
6. Planning funds should be sought both internal and external to the university for the establishment of a Center for Instruction Research and Planning in Urban and Black Education.

Recommendations to the Columbus Public Schools:
1. Each elementary and secondary school should develop a staged plan whereby a comprehensive guidance program will become an institutional and dynamic part of each school program.
2. The participating schools in this program should be provided with ongoing technical and professional assistance so that the team leaders in each school may continue to function as vital contributors to school planning and problem solving.
3. The target schools of this program should maintain existing programs and activities and explore more effective ways of achieving parental support for the education process.
4. We recommend that the Columbus Public Schools provide time during each grading period and during the summer for teachers and staff to hold workshops and seminars for the purpose of gathering information and exploring solutions to critical school problems.

Finally, the Midwest Center has provided invaluable planning, coordinative and technical services to the satellites. Every effort should be explored to maintain the Midwest Center and its supportive functions. The Ohio Satellite would strongly recommend that the Midwest Center assume a future catalytic role in the exploration of funds and resources necessary to implement many of the critical findings and recommendations in this report and in those of other satellites.

APPENDIX A

Guidance and Counseling
PPS Specialist Program

PUPIL PERSONNEL SPECIALIST

Total Courses Required

Description of Program Requirements for PPS Trainees

The PPS trainee in Guidance and Counseling is required to have completed, at the end of the Master of Arts Program, a minimum 58 credit hours. These will be divided in the following manner:

26 credits – Guidance core courses
12 credits – Four PPS courses designed for the new professional
6 credits – Elective courses
3 credits – Counseling Practicum (Laboratory)
3 credits – Field-based experience in participating schools
3 credits – Research Methodology

The core courses required for the degree include:

1. Guidance–Principles, Practices, Pupil Services–Ed. 874 (3 credits)
2. Guidance Appraisal Techniques–Non-Standardized–Ed. 877 (3 credits)
3. Guidance Appraisal Techniques–Standardized– Ed. 878 (3 credits)
4. Introduction to Counseling–Ed. 973 (3 credits)
5. Group Processes–Ed. 875 (3 credits)
6. Resources for Educational and Vocational Guidance–Ed. 879 (5 credits)
7. Research in Education (Guidance)–Ed. 694.34 (6 credits)

The four PPS courses designed especially for the PPS trainee or new professional in guidance and counseling include:

1. Program Planning and Evaluation–Ed. 694.34 (3 credits)
2. Counseling in a Black Setting–Ed. 694.34 (3 credits)
3. Consideration in Organizational Development for Counselors–Ed. 925.34 (3 credits)
4. Community Organization for School Workers in a Black Community–Ed. 694.34 (3 credits)

APPENDIX B

Five-Day Teaming Workshop

Plans to be Developed during the Five-Day Teaming Workshop

Each of these plans will be related specifically to the needs assessment which was carried out during the first year's action plan. Further, each specific plan will be related to the major objectives of the Ohio Satellite Project. For example, the workshop itself is a venture in developing a more effectively functioning team. The workshop is designed primarily to plan for expansive teaming efforts.

The following represent the specific objectives of the Summer Training Program:

1. To develop a more fully functioning team within the Columbus Educational Community
2. To improve the communication skills within the Columbus Educational Community's team
3. To provide personal and organizational development skills to team members, so that each member can carry out a specific task in the teaming process
4. To provide an opportunity for institutional team members to make significant contributions toward improving the effectiveness of the team
5. To provide a training site for two members of each of the five satellites related to the Midwest Center
6. To provide an opportunity to make use of the Center Satellite's structures and human and material resources
7. To assist educational communities' participants in moving toward achieving the specific tasks or programmatic objectives as identified in the needs assessment
8. To develop more effective ways of involving greater numbers of community and business persons within the functioning task force

During the summer two large workshops will be held. Each workshop will consist of approximately forty-five participants from the educational community. These workshops will be designed to improve the teaming concept. However, each workshop will also be designed so that the specific programmatic thrusts as identified in the needs assessment can be developed. The structure of the workshop will be as follows: The department heads will be paired with one other teacher to serve as team leaders for approximately ten teachers. The purpose of these small groups will be as follows:

1. To develop the ideas and skills related to the concept of "every teacher is his own curriculum maker"; that is to say that curriculum is developed at the classroom level
2. That every teacher is a reading teacher; that is to say that teachers, no matter what their subject areas may be, will by design and by plan develop as a part of their curriculum a thrust in improving and upgrading the reading skills of every student in that educational community
3. That every teacher provide some drug education around his or her subject area
4. That more emphasis be placed on the importance of all the facets, funtionaries and entities within the educational community in order to improve the human relations within the educational community
5. That each team assume some responsibility for developing ideas which will improve the Community School

The second five-day session for team leaders will be held in late August. This session will have as its major objectives the following:

1. To evaluate the two staff development workshops
2. To develop plans for carrying out specific objectives related to teaming throughout the school year
3. To develop specific skills in better relating to specific components within the educational community, such as community persons, community agencies, business and industry, and governmental officials and the university
4. To develop a timetable for each planned event to take place
5. To develop strategies and activities with a process evaluation at designated points
6. To build in strategies for interfacing more effectively with the central administration
7. To become more skilled in developing and implementing the program planning model and behavior modification skills

APPENDIX C–EVALUATION DESIGN

Evaluation Design

The Recap Team was composed of three consultant writers, a Satellite co-director, the internal evaluation specialists, and the external evaluation consultant. This team identified individuals and/or groups of individuals who had or were thought to have key insights into the Ohio Satellite. These individuals were categorized by the number of years they had been associated with Satellite efforts and then divided among the author triad and the evaluation diad for data collection purposes.

Each identified data source for the evaluation diad was questions covering four basic domains. These were (a) the potential value of the Satellite Program, (b) the real impact of the Satellite Program, (c) the management effectiveness of the Satellite and (d) the nature and meaning of teaming. Those individuals interviewed by the author triad were asked questions designed to elicit historical and descriptive information. This information was needed to supplement and complement Satellite document files in order to give the authors the necessary framework for accurate preparation of a comprehensive report of Satellite activities and accomplishments over the three-year period.

The following chart indicates the persons interviewed, the interviewers, the type of instrument used, and the reason for the query.

Data Source	*Interviewer*	*Instrumentation*	*Purpose of query*
Chairman, Faculty of Special Services, OSU	Author triad	Interview	Historical reference
Acting Dean, College of Education, OSU	Evaluation diad	Interview	Evaluation reference
Project Co-Director 1971-1974	Author triad Evaluation diad	Interview Interview	Historical reference Evaluation reference
Project Co-Director 1973-1974	Evaluation diad	Interview	Evaluation reference Historical reference
Senior High Principal, Target Linden School	Evaluation diad Author triad	Interview Interview	Evaluation reference Historical reference
Task Force Chairman 1971-1972	Evaluation diad	Interview	Evaluation reference
Task-Force Co-Chairman, 1973-74	Evaluation diad	Interview	Evaluation reference
Assistant Superintendent, Columbus Schools	Evaluation diad	Interview	Evaluation reference
Former Principal, Target Senior High	Evaluation diad	Interview	Historical reference
Counselor, Target Junior High	Evaluation diad	Interview	Evaluation reference
Task Force Member 1973-74	Evaluation diad	Interview	Evaluation reference
Chairman, Elementary Counseling, Columbus Schools	Evaluation diad	Interview	Evaluation reference Historical reference
Teachers in Target Schools	Evaluation diad Author triad	Survey Questionnaire Interview	Evaluation reference Historical reference

Data Source	*Interviewer*	*Instrumentation*	*Purpose of query*
Counselor Trainee Graduates 1972	Evaluation diad	Survey Questionnaire	Evaluation reference
Counselor Trainee Graduates 1973	Evaluation diad	Survey Questionnaire	Evaluation reference
Counselor Trainee 1974	Evaluation diad	Interview	Evaluation reference
Indiana Center Co-Directors	Evaluation diad	Interview	Evaluation reference
Internal Evaluation Specialist	Evaluation diad	Interview	Evaluation reference Historical reference
External Evaluation Specialist	Author triad	Interview	Evaluation reference

From this pool of data sources much of this document was generated.

APPENDIX D

Questionnaires

1. – to trainees after first year, one trainee's answers included
2. – sixty-six item, general questionnaire

I.

1. When you were first informed of the Pupil Personnel Specialist Program at Ohio State what did you feel you could gain from enrollment in such a program?

I was initially informed of the program by a friend in August, 1971. I had already planned to attempt to go to graduate school in the Fall and this program offered me mainly a financial opportunity to enroll and attain a degree.

2. If this initial perception changed during your year-long experience, please explain how.

Although the program was explained to me when I enrolled, I honestly could not perceive the type of involvement I would have. Of course, I now realize that it offered a chance for a very unique and realistic education.

3. Were you happy with this change? Yes X No ____ Why?

I have always felt that textbook education is seriously lacking when it is not supplemented with realistic practical experience. This is what PPS offered.

4. What impressed you most about the PPS Program? Why?

It gave me the opportunity to work as a guidance counselor four hours a day in a setting that would challenge the most experienced person. I was forced to grow.

5. What events turned you off? Why?

The most disillusioning part of the program for me was the financial assistance. I was being asked to be involved in the program to the point that employment was impossible and no other assistance was available. Also, resource persons at the University were not usually available when I needed them.

6. Have you been able to implement what you were taught and/or experienced in the OSU program?

Absolutely, I was placed in charge of a school for suspended students. I was forced to counsel a diverse group of hostile students daily in a crisis situation. I feel that I began my first year of school counseling with the equivalent of three years' experience.

7. Does a program like PPS hold any promise for the education of pupil personnel services professionals? If yes or no, please explain your view.

Yes, as long as it is able to provide real settings for potential PPS professionals in their chosen profession. Also, if it is able to provide the experience with the proper balance of textbook education and the financial resources to enable the trainee to survive.

8. Describe the process of teaming as you presently perceive it in your professional situation.

It is a process based on the notion that no one or two persons can have the skills, the time or the endurance to run an entire school. Therefore, in my setting, the skills and individual expertise of the total faculty are utilized in accomplishing goals and objectives that have been established through the cooperative efforts of the total staff.

9. Please describe how effective you have found this process to be in attaining set goals?

I have found that this process creates confusion. We live in a society which has taught us to look to leaders for guidance. This process could be effective when the individuals involved have something invested in the goal and can find rewards in attaining the goal. Therefore, it requires a lot of leadership and a lot of planning in the initial stages for it to be successful.

10. Based on your experience please describe those elements which are most critical to the implementation of teaming in an institutional setting, i.e., what could prevent it from even getting started, or what could cause its quick demise?

a. Realistic, complete planning.
b. Thorough orientation of all individuals involved.
c. Continuous evaluation by all individuals involved.

11. Based on your experience how can each of these elements be efficiently overcome by a team leader?

I don't believe that any of these elements can be efficiently overcome.

Teaming is opposed to the way we have been programmed to live. Even in games, the team has a coach who motivates through rewards and punishment. Much of the planning in his area has been done. However, teaming through institutions is new and I don't believe enough planning has been done.

12. Reflecting on your OSU experience in the PPS Program, how could it have been improved to better meet your expectations?

Personally, I only found two areas of weakness. (1) If one is to be involved to the point required by the program, there should be more financial support. (2) The University personnel should be more involved in the activities and practical training of the trainee.

II.

OHIO SATELLITE
Pupil Personnel Specialist
Teaming Program
School District General Questionnaire

Indicate by placing an X under the appropriate column how much you think teaming has assisted in:

	Very Much	*Much*	*Some*	*Very Little*	*None*
1. Teachers being aware of the idea of educational community (school, community, university, etc.)	____	____	____	____	____
2. Increasing communication among the staff	____	____	____	____	____
3. Providing leadership training for team leaders which benefitted the total staff	____	____	____	____	____
4. Developing communication between the staff and the student body	____	____	____	____	____
5. Improving staff relations	____	____	____	____	____
6. Improving our ability to work on school problems	____	____	____	____	____
7. Staff members being a part of the decision making process	____	____	____	____	____
8. Engendering a sense of personal responsibility for the functioning of this school	____	____	____	____	____
9. Involving the total staff in working together	____	____	____	____	____
10. Teachers conveying to students that they care about them	____	____	____	____	____
11. Teachers becoming more familiar with some of the more serious problems at this school	____	____	____	____	____
12. Teachers being better able to help students cope with school problems	____	____	____	____	____
13. Teachers resolving classroom difficulties themselves without the assistance of the student affairs department or the administration	____	____	____	____	____
14. Enhancing the personal development of individual teachers	____	____	____	____	____
15. Focusing in on the positive attributes of the teaching staff	____	____	____	____	____

Indicate by placing an X under the appropriate column how much you think teaming has assisted in:

	Very Much	*Much*	*Some*	*Very Little*	*None*
16. Positively influencing the attitudes on the part of teachers toward Linmoor					
17. Improving the availability of teaching styles and techniques for individual teachers					
18. Arriving at teacher participation regarding non-teaching duties					
19. Influencing teachers to participate in after-school and evening activities					
20. Converting dialogue into action					
21. Staff members working together in carrying out school policies which they created					
22. Providing feedback on teacher-made policies					
23. Teachers following the policies which they created					
24. Making provisions to intensify our efforts in staff development for the coming year					
25. Building self-improvement strategies into the staff development program					
26. Making clerks, custodians, educational aides and food service workers feel a part of the school team					
27. Providing administrative leadership to the idea of teaming					
28. Involving students in the teaming process					
29. Making explicit to the student body teacher-created policies					
30. Getting students to respond in a positive manner to changes in school policy					
31. Positively influencing students' attitudes					
32. Students identifying positively with this school					

Indicate by placing an X under the appropriate column how much you think teaming has assisted in:

	Very Much	*Much*	*Some*	*Very Little*	*None*
33. Helping students to develop a more positive self-image					
34. Improving the academic achievement level of students					
35. Arriving at ways of recognizing more students who are good school citizens					
36. Developing strategies to measure the influence of the new school policies on the student body					
37. Bettering school-community relations					
38. Teachers becoming more familiar with the influence of the community as it affects students					
39. Making the educational experiences relevant to the needs of the community					
40. Communicating to the community what staff development is attempting to do					
41. Involving community people in planning and carrying out staff development activities					
42. Teaming our efforts with social or church groups in the area					
43. Increasing community involvement at this school					
44. Providing feedback to parents regarding school-community activities					
45. Making parents aware of their school-related responsibilities to their youngsters					
46. Improving our school image in relation to community expectations					
47. Selecting the appropriate time and day for staff development					
48. Outlining goals for staff development sessions					
49. Achieving the goals and objectives set forth by the staff					

Indicate by placing an X under the appropriate column how much you think teaming has assisted in:

	Very Much	*Much*	*Some*	*Very Little*	*None*
50. Providing effective solutions to school problems					
51. Formulating plans to insure a student development program for the coming year					
52. Providing for curriculum innovation					
53. Providing for attitude changes which will facilitate the operationalization of curriculum changes in the coming year					
54. Exploring the inter-disciplinary approach to curriculum					
55. Providing for consideration of the needs of individual departments					
56. Studying curriculum ideas with teacher interest in mind					
57. Developing curriculum ideas with teacher interest in mind					
58. Improving the teaching-learning atmosphere					
59. Reducing discipline problems					
60. Addressing ourselves to classroom problems					
61. Improving the degree of order during study hall					
62. Improving the degree of order during lunch period in the lunchroom					
63. Improving the school attendance of students					
64. Reducing class cuts					
65. Emphasizing the important role that the feeding elementary schools play in teaming					
66. Emphasizing the important role that the receiving high school plays in teaming					